Word Study

Struggling Older Readers

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Why do older struggling readers need instruction in multisyllabic word reading?

Why?

Struggling readers often have difficulty reading multisyllabic words.

- Poorly developed word recognition skills are the most pervasive and debilitating source of reading challenges. (Adams, 1990; Perfetti, 1985; Share & Stanovich, 1995)
- Poor decoders, even those who can decode single syllable words, have a difficult time with multisyllabic words. (Just & Carpenter, 1987)

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Why?

Struggling older readers have specific challenges when reading long words.

- Poor readers attempt to process long words letter by letter rather than part by part. (Bhattacharya, 2006)
- Poor readers are more likely to mispronounce affixes and vowels and to omit syllables. (Shefelbine & Calhoun, 1991)

3

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Why?

The number of multisyllabic words significantly increases in the intermediate and secondary grades.

- From fifth grade on, average students encounter approximately 10,000 words a year that they have never previously encountered in print. (Nagy & Andersen, 1984)
- Most of these new words are longer words having two or more syllables. (Cunningham, 1998)

Why do older struggling readers need instruction in multisyllabic word reading?

- Directions: Assume you cannot read multisyllabic words. Read the following passage, deleting the underlined, multisyllabic words. How much would you gain from reading this social studies passage?
- "When explorers from Portugal arrived in Brazil in 1500, as many as 5 million Native Americans lived there. During the 1500s, the Portuguese established large sugar cane plantations in northeastern Brazil. At first they enslaved Native Americans to work on the plantations. Soon, however, many Native Americans died of disease. The plantation owners then turned to Africa for labor. Eventually, Brazil brought over more enslaved Africans than any other North or South American country."

(From World Cultures and Geography (2005), published by McDougal-Littell)

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Break words in decodable parts

Four major approaches to breaking words into decodable "chunks".

- a. Precorrections. Difficult parts of words are read before the whole word is read.
- b. Syllable Types. Students are taught to identify and pronounce syllable types. Students then read multisyllabic words using knowledge of syllable types.
- c. Part by Part. Parts of words are indicated and students read words, part by part.
- **d.** Flexible Strategy. Students are taught a flexible strategy for breaking words into decodable parts.

Precorrections

- Students are taught the pronunciation letter/sound associations and affixes (re, ly)
- When presented with a word such as <u>repeatedly</u>, students pronounce the difficult parts and then read the entire word.

7

Corrective Reading: Decoding

2

bright easily interesting contained distance gigantic although falter fifteenth branches approaches flights matches floating frightened

Syllable Types

Syllable Type	Examples	Description of syllable types
Closed	<u>rab</u> bit re <u>jec</u> tion	A syllable having a short vowel and ending in a consonant. (VC, CVC, CCVC, CVCC)
Open	table star <u>va</u> tion	A syllable with a long vowel sound that is spelled with a single vowel letter. (CV, CCV)
Vowel Combinations	can <u>teen</u> pro <u>claim</u>	A syllable with a vowel combination such as ai, oa, ea, or oi. (CVVC, CCVC, CVVCC)
R-controlled	va <u>por</u> ize <u>sur</u> render	A syllable containing r-controlled vowels such as ar, er, or, ir, ur.
Vowel- Consonant-e	es <u>cape</u> obso <u>lete</u>	A syllable with a long vowel sound with a consonant and final e. (VCe, CVCe, CCVCe)
Consonant -le	pud <u>dle</u>	A final syllable containing a consonant before le.

9

Syllable Types

- Students are taught to read syllable types.
- Students then read single-syllable words with syllable types.
- Students then read multisyllablic words with syllable types.
- Language! published by Voyager Sopris
- Wilson Reading published by Wilson

Language!

Unit Words

r-controlled syllables

serve

sharp

short

sister

start

starve

store

storm

target

third

turn

verb

verse

western

whether

winter

yard

under

summer

sir

desert hard after are dirt harvest northern distort number her doctor herd observe bar better during horn occur bird enter horse or orbit hunger born ever burn expert hurt order explore car infer park carpet part farm letter partner carve chapter march pattern mark chart first pepper church for market color forest matter perhaps core forget member corn forgive modern person plural corner form more garden morning rather correct girl current never remorse dark govern nor river

1

Wilson Reading Program



Part by Part

- Words are segmented into decodable parts.
- Students read the parts and blend them into a word.

SIPPS – Challenge Level published by Developmental Studies Center REWARDS published by Voyager Sopris

13

SIPPS Challenge

SIPPS* Challenge Level Lesson 18

A	В	С
re.fuse	ten.d <u>er.ly</u>	pre.cede
in.side	pur.pose	trum.pet. <u>er</u>
cab.in	hel.met	or.gan.ize
friend.ly	pred.i.cate	pub.li.cize
ex.plore	de.mand	im.age
in.struc. <u>tion</u> s	di.rec.tion	mere.ly
in.vite	com.bine	com.pute
sep.a.rate	(verb)	re.flec.tion
·	vol.ume	
be.come		chro.mo.some
im.prove	Eu.rope	moth.er.ly
'	e.qua. <u>tion</u>	_ -
	(-tion is irreg.)	

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REWARDS Strategy

Overt Strategy

- 1. Circle the prefixes.
- 2. Circle the suffixes.
- 3. Underline the vowels.
- 4. Say the parts of the word.
- 5. Say the whole word.
- 6. Make it a real word.

reconstruction instruction unconventionality

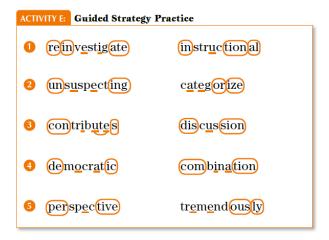
15

REWARDS Strategy

Covert Strategy

- 1. Look for prefixes, suffixes, and vowels.
- 2. Say the parts of the word.
- 3. Say the whole word.
- 4. Make it a real word.

REWARDS Strategy



17

All classes

Option #1. Segmenting

This word is _____.
What word? _____.

Tap and say the parts in the word.

coefficient equilateral quadrilateral

All classes

Option #2. Par	rt by Part	
What part?		_
What part?		_
What part?	_	
What word?		_
endoskeleton	malleability	longitudinal